Subject: English Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 1**  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. | Use resources to determine correct use of English, which may change over time. | Command  Conventions  English grammar  Usage  Understanding  Time  Issues  References | Demonstrate  Writing  Speaking  Apply  Change  Contested  Resolve  Consulting |
| **Critical Vocabulary**  **SWBAT** use a usage guide to determine correct grammar in debatable sentences. |

Subject: English Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 2**  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.  b. Spell correctly. | Correctly use capitalization, punctuation, and spelling. | Command  Conventions  English  Capitalization  Punctuation  Spelling  Hyphenation | Demonstrate  Observe  Spell |
| **Critical Vocabulary**  **SWBAT** identify incorrectly used punctuation in a peer’s writing. |

Subject: English Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 3**  3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | Use different language techniques for various situations and be aware that authors do too. | Knowledge  Language  Contexts  Choices  Meaning  Style  Syntax  Effect  References  Guidance  Understanding  Study  Texts | Apply  Understand  Make  Comprehend  Vary  Apply  Reading |
| **Critical Vocabulary**  **SWBAT** evaluate language choices of a particular author writing in a particular style and mimic them in own writing. |

Subject: English Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 4**  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Figure out the meaning of a word. | Meaning  Words  Phrases  Grades 11-12  Content  Range  Strategies  Context  Sentence  Paragraph  Text  Position  Function  Clue  Patterns  Parts  Speech  Reference materials  Pronunciation  Etymology  Usage  Determination  Dictionary | Determine  Choosing  Use  Identify  Indicate  Consult  Find  Clarify  Verify  Checking |
| **Critical Vocabulary**  **SWBAT** Use context clues to determine the meaning of an unknown word in a challenging passage. |

Subject: English Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 5**  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. | Look beyond the literal meanings of words. | Understanding  Figurative language  Relationships  Nuances  Meanings  Figures of speech  Hyperbole  Paradox  Context  Role  Text  Denotations | Demonstrate  Interpret  Analyze |
| **Critical Vocabulary**  **SWBAT** use examples of figurative language in their own writing. |

Subject: English Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 6**  6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Learn and use words specific to chosen career/college path. | Words  Phrases  Level  Independence  Vocabulary  Knowledge  Comprehension  Expression | Acquire  Use  Reading  Writing  Speaking  Listening  Considering |
| **Critical Vocabulary**  **SWBAT** identify and utilize specific content are words in a career research paper. |